



HEDDON-ON-THE-WALL ST. ANDREW'S CE FIRST SCHOOL

EQUALITY STATEMENT

'Love your neighbour as yourself'

Matthew 22:39

'Be careful to do what is right in the eyes of everybody'

Romans 12:17

Introductory notes

After the Equality Act 2010 was introduced fully in April 2011 there was no longer a requirement that schools should draw up and publish equality schemes or policies. It is still good equalities practice for a school to make a statement about the principles that underpin equality diversity and inclusion in school.

Our School's principles reflect our ethos and values. They, together with the equality information and objectives that follow, reflect our wider school development priorities.

We aim to develop a culture of inclusion and diversity where everyone connected to the school feels proud of their identity.

Legal framework

1. We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), sex, disability, ethnicity, gender, gender reassignment, religion and belief and sexual orientation.
2. We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion and more recent directives to teach about character and values through SMSC in the curriculum.
3. We recognise these duties are essential, and that they reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Guiding principles

In fulfilling the legal obligations cited above, we are guided by nine principles:

Principle 1: All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled or have mental health challenges;
- whatever their ethnicity, culture, national origin or national status;
- whatever their gender and gender identity;
- whatever their religious or non-religious affiliation or faith background;
- whatever their sexual orientation.

Principle 2: We recognise and respect difference.

Treating people equally (Principle 1 above) does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences in life-experience, outlook and background, and the kinds of barrier and disadvantage which people may face. This may relate to:

- disability, so that reasonable adjustments are made, and emotional wellbeing promoted;
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised;
- gender, so that the different needs and experiences of girls and boys, non-binary people, women and men, are recognised;
- religion, belief or faith background, or having no religious beliefs;
- sexual orientation and identity;
- gender identity.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.

We intend that our policies, procedures and activities promote:

- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people;
- emotional resilience and wellbeing;
- positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents;
- mutual respect and good relations between boys and girls, and women and men, and an absence of sexual, homophobic, biphobic and transphobic language or discrimination;

Principle 4: We observe good equalities practice in staff recruitment, retention and development.

We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled or face mental health challenges;
- whatever their ethnicity, culture, religious belief or non-belief, national origin or immigration status;
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist.

In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people;
- people of different ethnic, cultural and religious backgrounds;
- girls and boys, women and men;
- children from disadvantaged backgrounds.

Principle 6: We aim to consult and involve widely - people affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We consult and involve:

- disabled people as well as non-disabled;
- people from the ethnic, cultural and religious backgrounds that make up our community;
- both women and men, and girls and boys;
- people of different sexual orientations, and gender diverse people.

Principle 7: Society as a whole should benefit.

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled;
- people of a wide range of ethnic, cultural and religious backgrounds;
- both women and men, girls and boys;
- people of all sexual orientations;



- gender diverse people.

Principle 8: We base our practices on sound evidence.

We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability;
- ethnicity;
- gender .

Principle 9: Data.

Each year we review data that relates to:

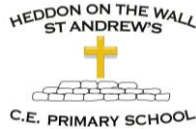
- disability;
- ethnicity, religion and first language;
- gender;
- disadvantage.

The Curriculum

We consider the intent of the curriculum in order to ensure that teaching and learning reflect the principles set out in paragraph 4 above.

Through the curriculum we aim to:

- Make the school a place where everyone feels welcomed and valued as a unique individual made in the image of God and unconditionally loved by God;
- Prepare learners for life in a diverse and changing world;
- Respect, embrace and value differences between people;
- Encourage our learners to be active and responsible global citizens who will live embodied and fulfilled human lives;
- Make our learners socially aware, confident and reflective learners;
- Ensure that an inclusive and loving Christian ethos is maintained;
- Acknowledge the existence of racism and religious hostility to all groups including Christians and take steps to prevent them;
- Support our young people to express and deal with their emotions and difficulties;
- Help learners to explore, understand and celebrate one-another's lifestyles and beliefs as well as exploring shared values;
- Allow learners to celebrate the wonderful variety of different ways of being human.



Ethos and organisation

We ensure the principles listed in paragraph 4 above apply to the full range of our policies and practices, including those that are concerned with:

- learners' progress, attainment and achievement;
- learners' personal development, welfare and well-being;
- teaching approaches and strategies;
- admissions and attendance;
- staff recruitment, retention and professional development;
- care, guidance and support;
- behaviour, discipline and exclusions;
- working in partnership with parents, carers and guardians;
- working with the wider community;
- safeguarding children in education;
- promoting emotional health and wellbeing.

Addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to in paragraphs 1–3:

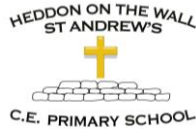
- prejudices around special educational needs and disability (SEND);
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism, anti-Christian and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum;
- prejudices reflecting sexism and homophobia, biphobia and transphobia;
- prejudice which may be the precursor to radicalisation and extremism.

There is clear guidance for teachers defining how prejudice-related incidents should be identified, assessed, recorded and dealt with. All staff, teaching and support, should view dealing with and resolving identity-based incidents as vital to the wellbeing of the school.

We take seriously the expectation that we will report regularly to the Local Authority about the numbers, types and seriousness of race-related incidents at our School and how they are dealt with.

Roles and responsibilities

The Governing Body is responsible for ensuring that the School complies with legislation, and that this policy and its related procedures and action plans are implemented.



A member of the Governing Body, Mr. Gordon Stewart, has a watching brief regarding the implementation of this policy and the associated statutory requirements.

The Headteacher is responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom;
- challenge any prejudice-related incidents that may occur;
- plan and deliver a curriculum and lessons that reflect the principles in paragraph 4 above;
- support pupils in their class for whom English is an additional language;
- keep up-to-date with equalities legislation relevant to their work.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Staff development and training

We ensure that all staff, including support and administrative staff, receive appropriate training and opportunities for professional development.

Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of the Public Sector Equality Duty, and make adjustments as appropriate.

This policy has been adapted from a model originally developed and published by Robin Richardson of INSTED Consultancy

Document Record

Version	Reason for Amendments/Update/Review	Date of Adoption by School	Date of next review
1.0	New Statement written in line with current guidance	01/05/2019	01/05/2022